**Achievement Standard Physical Education 90966:** Demonstrate interpersonal skills in a group and explain how these skills impact on others

**Resource title:** Sports Ed

**Credits:** 4

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Teacher guidelines

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The following guidelines are designed to ensure that teachers carry out valid and consistent assessment using this internal assessment resource.

Read also the Explanatory Notes for Achievement Standard Physical Education 1.5. These notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to demonstrate interpersonal skills in a team and reflect on the impact of their interpersonal skills. For opportunities to demonstrate their skills, students will participate in a sports education model in a context that you and/or your students have chosen. Students are expected to make changes and adaptations to the application of their interpersonal skills as a result of their ongoing reflection.

In Task 1, students are required to work in teams to complete a performance contract (refer to **Resource 1**). In a co-operative manner, they will develop team objectives and decide on their roles within the team. Students will complete the remainder of the contract individually. You and the student should both sign the contract and file a copy.

In Task 2, students are required to demonstrate interpersonal skills in a physical activity you and/or your students have chosen. You will need to be aware of each student’s selected interpersonal skills.

Throughout the assessment activity, observe the students to ensure they are demonstrating interpersonal skills.

In Task 3, students are required to reflect on how their interpersonal skills impact on others. This reflection is ongoing, informing the students’ adaptation of their interpersonal skills. They will record their reflections in a log (Refer to Resource 3).

Students may vary the ways in which they reflect on their interpersonal skills.

**Conditions**

This standard could be assessed through ongoing assessment opportunities. Evidence for participation will be collected through teacher observation and drawing on students’ log entries.

**Resource requirements**

**Resource 1:** Performance Contract template

**Resource 2:** Teacher recording sheet (may be used).

You can use the resources above or develop your own. Evidence should be gathered by the student and the teacher.

You can modify this template to suit your students and the chosen physical activity. Supply each student with a copy. Alternatively, have the students create their own contracts using the template as an example.

**Additional information**

Possible assessment modes may include:

Self Assessment

Peer Assessment

Written Task (Diary)

Verbal Assessment

Electronic Portfolio

Blog/Wiki

Visual Portfolio

Professional Teacher Judgement

FAIRFIELD COLLEGE

**Achievement Standard Physical Education 90966 (1.5):**

Demonstrate interpersonal skills in a group and explain how these skills impact on others

**Resource title:** Sports Ed

**Credits:** 4

|  |  |  |
| --- | --- | --- |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| Demonstrate interpersonal skills in a group and explain how these skills impact on others | Consistently demonstrate interpersonal skills in a group and explain how these skills impact on others | Consistently demonstrate a high level of interpersonal skills in a group, and explain how these skills impact on others |

|  |  |
| --- | --- |
| **NAME:** |  |
| **CLASS** |  |
| **TEACHER NAME:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **N/A** | **Achieved** | **Merit** | **Excellence** |
| Task 2: Teacher Observations |  |  |  |  |
| Task 3: Students Journal Entries |  |  |  |  |

FINAL GRADE:

Teacher signature­:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Declaration

I confirm that I have read and understand the conditions and requirements of the assessment and have had an opportunity to get any clarification that I need from my Teacher/Assessor.

All work completed for this assessment is my own work and has been produced without any assistance from anyone else. I also confirm that the procedure for appealing a grade and opportunities to reassess have been outlined to me.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Student) Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student instructions sheet**

**Introduction**

This assessment activity requires you to work in a team and demonstrate interpersonal skills. You will write a performance contract and keep a log that reflects on your interpersonal skills and explains how your use of these skills impacts on others.

**Task 1: Write a Performance Contract**

1. Work with your team to write some team objectives. (The objectives will be the same for each team member.) Consider how you intend to work together to achieve them.

2. Your team will be provided with a list of roles. With your team, decide who will be responsible for each role. Write down the title of your role.

3. Working individually, record the expectations for your role.

4. Highlight some of the interpersonal skills that are important to your role.

5. Sign the performance contract. Have a member of your team witness your signature and sign the contract.

**Task 2: Demonstrate Interpersonal Skills**

1. Demonstrate the use of interpersonal skills during your sports education season. Consider the expectations of your role and how your skills impact on others.
2. Your teacher will make observations throughout this task.

NOTE: In order to score highly in this task you will need to be aware of what is going around you and demonstrate a high level of interpersonal skills. To do this you will need to think independently and proactively and not be reliant on your teacher to keep you on task.

**Task 3: Complete Reflective Journal**

1. Complete a reflective entry in your diary at least **twice per week**.
2. In each entry you should initially highlight the main interpersonal skills you displayed during the lesson. You also need to reflect on how the use of your interpersonal skills is impacting on your team. Consider the expectations of your role and any changes that you could make to improve your skills. Ensure that you answer the following questions:

* What were the positive and/or negative impacts on others as a result of demonstrating your interpersonal skills?
* Provide examples from the lesson to strengthen your point of view.
* What can/will you do to improve your use of interpersonal skills to ensure that it has a positive impact on the outcome of the team?

We will go over some example journal entries in class.

**MY PERFORMANCE CONTRACT**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BACKGROUND**

You have a role within your team and are expected to consistently demonstrate your interpersonal skills.

**TEAM OBJECTIVES**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MY ROLE**

Role within Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The expectations for my role include:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tick the interpersonal skills that are the most important to your role:

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **√** | **Skill** | √ |
| Communicating Effectively |  | Accepting Diversity |  |
| Giving and receiving feedback  and feed-forward | | Including others | |
| Supporting and encouraging others | | Negotiating | |
| Solving problems | | Other: | |
| Resolving conflict | | Other: | |
| Co-operating with others | | Other: | |

AGREEMENT:

I hereby agree to the conditions of the contract. This agreement shall take effect from the date of this agreement and shall continue until the completion date.

Student: Team Witness: Teacher:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EXAMPLE JOURNAL ENTRY TEMPLATE**

**Journal Entry for 1.5 09/02/12 John Jones Volleyball**

**The main interpersonal skill I displayed today were:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Interpersonal Skill** |  | **Interpersonal Skill** |  |
| Communicating effectively |  | Accepting diversity |  |
| Giving and receiving feedback and feed forward |  | Including others | **√** |
| Supporting and encouraging others | **√** | Negotiating |  |
| Solving problems |  | **Other:** |  |
| Resolving conflict |  | **Other:** |  |
| C0-operating with others | **√** | **Other:** |  |

Today was our first lesson of volleyball. My team did particularly well. I think this was due to our good physical skills, but also due to our good use of interpersonal skills.

The main interpersonal skills that I used today to help my team were ...

These helped my team in a positive way because...

As a result...

An example was when...

Next time I will look to improve on my giving feedback as I think this important for...

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment schedule: Physical Education 1.5A Task** | **Evidence/Judgments for Achievement** | **Evidence/Judgments for Achievement with Merit** | **Evidence/Judgments for Achievement with Excellence** |
| Task 1 | This task is not assessed but must be completed and handed in. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Task 2 | *Over the unit of work, the student demonstrates at least two interpersonal skills that impact on others.*  *The student uses ongoing reflection and makes adaptations to their use of interpersonal skills. These may include,*   * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution.   *Evidence is provided by the students’ log entries and the teacher’s own observations. A combination of evidence gained from these should be used.* | *The student* ***consistently*** *demonstrates at least two interpersonal skills that impact on others. Consistency will be assessed across the activities and a final judgement made by the teacher.*   1. The student uses ongoing reflection and makes adaptations to their use of interpersonal skills. These may include **consistent** use over time of:  * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others * inclusiveness * problem solving * negotiation * conflict resolution.   *Evidence is provided by the students’ log entries and the teacher’s own observations. . A combination of evidence gained from these should be used.* | *The student consistently demonstrates a high level of at least two interpersonal skills that impact on others, i.e., the student uses interpersonal skills in a perceptive manner and does not rely on the teacher for direction. Whether the use of interpersonal skills is at a* ***high leve****l to achieve with excellence will be made in a final judgement by the teacher.*   1. The student is aware of what is going on around them, and uses ongoing reflection to make adaptations to their use of interpersonal skills accordingly. These may include a **high level** of:  * effective communication * cooperation * giving and receiving feedback, and feed-forward * acceptance of diversity * supporting and encouraging others inclusiveness * problem solving * negotiation * conflict resolution.   *Evidence is provided by the students’ log entries and the teacher’s own observations. A combination of evidence gained from these should be used.* |

|  |  |  |  |
| --- | --- | --- | --- |
| Task 3 | The student makes ongoing reflections that explain how at least two interpersonal skills impacted on others.  Evidence is provided in the student’s log entries.  Example: Cricket  *Today I worked on my negotiation and cooperation. I used negotiation when my team was trying to decide the batting and bowling order. I negotiated my way up the batting order by giving evidence that I was performing well with the bat. I explained to the coach why I should bat higher up the order. My use of negotiation meant that the team understood why I was batting at the number that I was.*  *I used cooperation when our team’s bowler requested that I move to a different position on the field. I co-operated so that they knew what kind of bowl they were going to use and where they would need fielders. My use of co-operation skills meant that the bowler could focus on bowling, knowing that I was in a strong*  *fielding position.*  *Negotiation and co-operation contributed to my team objectives. One of our objectives is to create a positive team* atmosphere | As for Achievement  (Explanation required at all three levels). | As for Achievement  (Explanation required at all three levels). |